



# 2023

## Annual Report to the School Community



### St Mary's School

43 O'Donnell Avenue, MYRTLEFORD 3737

Principal: Katherine Hancock

Web: [www.smmyrtleford.catholic.edu.au](http://www.smmyrtleford.catholic.edu.au)

Registration: 1188, E Number: E3031

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## Principal's Attestation

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I, Katherine Hancock, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2024

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## About this report

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St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme "Let the Words You Speak Always Be Full of Grace" reminds us of Pope Francis's call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### Vision

St. Mary's is a supportive Catholic learning community that encourages and challenges individuals to reach their full potential.

St. Mary's school strives to:

Teach and promote Catholic faith, tradition, and model the teachings of Jesus.

To ensure all children feel safe and are always safe.

Be welcoming, safe, and inclusive.

Nurture partnerships between families, school, parish, and the community.

Encourage action for social justice and hope for the future.

Provide an engaging and challenging learning environment that encourages excellence and lifelong learning.

Educate the whole child, spiritually, physically, socially, and academically.

### Graduate Outcomes

We aim to have students leave St. Mary's with the capacity to be:

Accepting, compassionate, caring, and able to show empathy.

Resilient, confident, independent and have self-belief.

Open to faith and to value human dignity.

Literate numerate, and physically and socially capable.

Positive, passionate, enthusiastic, and persistent.

Creative, critical thinkers, inquisitive, and problem solvers.

Global citizens, environmentally aware, socially just, and respectful.

Happy, well-balanced, and aware of personal well-being.

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## School Overview

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St Mary's is nestled in the valley of Myrtleford. St Mary's is a small school with approximately 120 students. Although small, the school is achieving at a very high standard. Students learn in an environment that is calm, respectful and has high expectations for all, students and teachers alike.

From 1837, the township of Myrtleford was a remote cattle run known as the Myrtle Creek Run. Forming the boundary of the runs, Myrtle Creek was given its name by the first Europeans in the area. When gold was discovered in the Buckland Valley, thousands of diggers had to cross Myrtle Creek on their way to the gold fields. A small township developed around the fording place, with the name of Myrtleford consequently adopted. The road through Myrtleford was then called the Buckland Road; today it is known as the Great Alpine Road.

The St Mary's Church community first met in 1878, in a slab-walled church in Albert Street. In 1888, a new St Mary's Church was built on land donated by Michael O'Donnell, bounded by Lawrence and Prince Streets.

In 1921, a Queen Carnival was held to help raise funds for the building of a convent and school. Construction of St Mary's Primary School began in 1922.

At the invitation of Fr.J.J.Kennedy (Parish Priest 1921-1928), Mother Michael McMahon and four sisters of the Presentation Order arrived to teach at St Mary's on February 28, 1923. In 1924 there were 25 boarders. Six Sisters now cared for the 100 students from Preparatory to Leaving Honours. With a gradual increase in numbers during the first decade, "Wadells Stables" were converted to become a classroom in 1936. During World War 2, boarders at the Convent grew to 40 pupils, including the children of Italian parents interned at Tatura.

Nano Nagle (1718-26 April 1784) founded the "Sisters of the Presentation of the Blessed Virgin Mary" in Ireland (also Known as the Presentation Sisters) and was a pioneer of Catholic education in Ireland. She was declared venerable in the Roman Catholic Church on the 31st of October 2013 by Pope Francis.

St Mary's continues to develop the motto "In Deeds, Not Words" through all our actions.

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## Principal's Report

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The 2023 year was another successful year for St Mary's. St Mary's teachers have embedded skills in 'Explicit, Direct Instruction' across the school. This has been a game changer for our teachers and students alike. All classrooms deliver lessons using the high impact strategies of explicit and direct learning. Consistency across all classrooms using evidenced based strategies has seen significant academic improvement in every classroom. NAPLAN data for year three students was well above in all areas and the grade five students were above and at standard in all areas.

During 2023 there has been outstanding growth in the teachers' knowledge in the delivery of reading, writing and spelling using the pedagogy in the Science of Learning. Most teachers are now trained in 'The Writing Revolution' and 'Orton Gillingham', giving teachers vital background knowledge to support their teaching. In the years to come we will continue to invest in this Professional Development in order for all teachers to have the same knowledge to benefit our students across the school. It is vital that we as teachers embrace the research and use this to ensure every child is supported and succeeds in their learning. Much of this professional development was done in the school holidays testifying to the commitment these teachers have for our students.

Another area of continued success across the school has been the strong processes in place to determine who in our cohort of students requires extra support in learning. This continues to happen soon into a student's education ensuring the gap within the age group of children does not become too wide. Our Learning Diversity Officer works alongside our Speech Therapist and Catholic Education Office staff to ensure every child receives the very best education to ensure every child succeeds. Through our changes in teaching practice and intervention strategies we have seen excellent growth in all areas of the curriculum.

Students continue to enjoy the many specialist subjects on offer, Italian, music, visual arts, drama and physical education. Many of our older students have the opportunity to attend Regional and State sporting events, with swimming being of a particular strength. At the end of the 2023 school year all students participated in a concert which was well appreciated and attended by all families.

Mid way through the year, due to health reasons I was required to take sick leave and I want to say a huge thank you to Leigh Corcoran, the Deputy Principal who took on the role as Principal with a high level of professionalism and led the school with calmness and expertise. I wish to take the time to sincerely thank the staff at St Mary's as they are exceptional in all they do for the school. I thank everyone who was involved at St Mary's Primary School, in any capacity, throughout the year. Their work and assistance in helping our school to



continue to provide high quality Catholic education in the Myrtleford and District area is greatly appreciated and welcomed.

Kitty Hancock

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

1. To celebrate and make known the charism of St Mary's school in 2023 as 100 years of Catholic Education in Myrtleford.
2. To continue professional development in the area of Scripture.

### Achievements

2023 was a year of memories, commemorations, celebrations, and growth. We celebrated our Centenary with masses and special celebrations throughout the year.

We started on a high note with a whole school mass on the February 14th. The following week, we enjoyed our annual Pancake Breakfast with students and families coming together on the basketball court for a shared breakfast. We raised \$200 to start off Project Compassion for 2023. We raised a total of \$765.15 over the term through donations and the Pancake Breakfast. On Ash Wednesday, we came together with Marian College for the Ash Wednesday mass, with students from both schools reading and taking on other roles.

March 11th was the official 100 years since we were officially blessed, and the school opened by Rev. J. McCarthy at the request of Father J. Kennedy.

Our celebrations started on Friday March 10th with a whole school mass, activities and 100 Centenary Cupcakes. On Saturday March 11th, we celebrated mass with past and present students and staff attending. The visitors enjoyed our memory wall at the back of the church and promised to return for our celebration day in October.

The Junior Learning Community and Middle Learning Community planned and celebrated a mass in their area during the term, and the whole school joined the Senior Learning Community for an end of term Liturgy, which the 5/ 6 students planned and ran.

On March 31st, we were joined by Catholic Education Sandhurst and external staff to complete our Catholic Identity Review. We received praise for the work that we have completed across all areas, and they agreed that we need to complete further work on sustainability.

We started Term 2 with a staff PD, where we focused on Catholic Identity. We spent time in prayer together and then took time for personal meditation within nature.

ANZAC Day 2023 was another example of the respect the students and families of St Mary's, hold for those who have fallen and those still serving. A number of students came to the Cenotaph and participated in the service with great respect and pride.

Each Learning Area planned and celebrated a mass or liturgy during Term 2, 3 and 4 where family members and parishioners attended and enjoyed these beautiful celebrations of faith.

During Term 2, nine students from St Mary's and other schools prepared for and received the Sacrament of Reconciliation on May 23rd. The families and candidates prepared for four weeks prior to this date.

In Term 3, nineteen candidates prepared for and received the Sacraments of Confirmation and First Eucharist. The candidates participated in the first 'Spirit Day' on Friday the 9th of September, which included a sit-down lunch with Father Tony catered by the Parents Association.

On the weekend of September 10th and 11th, the candidates received the sacraments of Confirmation and Eucharist in two beautiful Masses. The preparation undertaken by the candidates and the culminating Masses were the result of a lot of hard work by the students, the parents, and staff.

The Celebration days on October 6th and 7th, were a high point of the year. On the 6th of October the students and staff dressed up in 'olden day' clothes, had a parade, played 'Olden Day' games, and planted the 'Centenary Tree', a beautiful 'Sensation Maple' tree. We were blessed to have Presentation Sisters in attendance who had taught at St Mary's or had been students. Sister Barbara Daniels, our last Presentation Sister Principal even said a few words at our parade.

On Saturday October the 7th, we had a beautiful Centenary mass followed by the blessing of the plaque for the old church bell. The staff and students of St Mary's donated the plaque to the Parish in thanks for all the Parish has done for us. Without the Parish, St Mary's School would not exist.

This was followed by the Centenary Cake cutting and speeches from Kitty Hancock, Father Tony, Leigh Corcoran, and Paul Desmond from the CEO. The many past students and teachers were then treated to school tours and a photo gallery showcasing the past 100 years. The P&F then catered a delicious Devonshire Tea for one and all.

During the Centenary celebrations we had an amazing commemorative tea towel printed for sale and 'Centenary Wines' were also available for purchase thanks to parent Brendan Wood.

The 'Tuckshop Ladies' planned and catered a beautiful luncheon on Friday the 6th and a delicious dinner on Saturday the 7th for returning and current students and staff of St Mary's, both were a huge success.

We finished the year with our 'End of Year Liturgy' on December 14th. Each area was represented by students in various roles throughout the liturgy, with all the students singing beautifully and participated eagerly in the liturgy. It was a beautiful way to finish off such a mammoth year.

The Grade 6 Graduation Mass and Presentation evening was held on December 19th. This was a time for the Grade 6 students to reflect on their time at St Mary's. The evening was filled with prayer, songs, and memories. The students' families and school staff joined the students to celebrate their time at St Mary's.

F.I.R.E. Carriers – our second group of student F.I.R.E. Carriers were commissioned on July 25th. The 9 students from Grade 5/6 completed a workshop prior to this to learn about being a F.I.R.E Carrier in preparation for the commissioning. The F.I.R.E Carriers will be working to promote understanding of indigenous issues and will organise Reconciliation Week, NAIDOC Week, and Sorry Day activities. We now have 12 student F.I.R.E Carriers within our school.

The F.I.R.E Carriers set about challenging the school to find two totems for St Mary's, Indigenous animals that have significant local importance. All students and staff were able to vote, and our two totems are: The Bogong Moth and Koala. The F.I.R.E Carriers will create a display of our totems in 2024.

Thank you to everyone who contributed to making 2023 a successful year. We look forward to evolving and growing in 2024.

Jo Bennett

## **Value Added**

The 2023 year centred around the centenary and many activities were rolled out during the year to celebrate the many years of catholic education in Myrtleford. The high light being the reunion where members of the community came together from far and wide to remember and share stories. Other areas of value added included:

- \* Class Masses
- \*F.I.R.E. Carriers commissioned.
- \*Centenary celebrations throughout the year.
- \*Sacraments-Reconciliation, Confirmation and Eucharist.

\*ANZAC Day community event.

\*Staff professional development.

\*Professional development in the area of Scripture.

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## Learning and Teaching

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### Goals & Intended Outcomes

1. To develop clarity and embed consistency in the expected high impact strategies across the school.

\* Staff to be experts in fields in which they teach and have very high levels of pedagogical knowledge and skill and share this with the teaching staff.

\* To have consistent evidence-based strategies used consistently across all classrooms.

\* Explicit Direct Instruction strategies embedded in all classrooms.

2. To develop a culture of professional dialogue around teaching practice.

\*All teachers will participate in one observation per term, to begin with leading up to once a fortnight.

\*All teachers to support one teacher through providing observation and feedback.

\*A documented Professional Learning Plan with arrangements in place for mentoring and coaching.

3. For teachers to develop the knowledge and skills necessary to analyse and use data to inform and drive teaching practice to meet set targets.

4. To have a high priority on school-wide analysis and discussion of systematically collected data to improve outcomes.

\*Develop a Data Literacy Team

### Achievements

1. The first goal has been achieved at a high standard. The school has developed and delivered a curriculum that is consistent and embedded across the school, using explicit, direct instruction. This has helped achieve the excellent results our children are exhibiting, along with calm and respectful classrooms.

2. The second goal was partially achieved. Staff meetings are used predominantly for professional development. Some work has been achieved in the area of coaching and mentoring. Staff have delivered professional development to other staff members and have modelled lessons to each other. 2024 will see this further developed.

3. The third goal of analysis of data is on-going and staff have further developed the Assessment Schedule and developed a far more refined and robust schedule that aligns with the teaching and learning. Much work was completed in aligning teaching and learning to assessment. This included but was not limited to, the revision of Scope and Sequences in Literacy and Numeracy and the development of a Low Variance Curriculum, ensuring consistency across classrooms.

4. A Data Literacy Team was developed who have been instrumental in achieving goal number 4. This team, led by April Nannipieri will continue to develop and achieve this on-going goal in 2024.

### **Student Learning Outcomes**

Student learning outcomes have been extremely positive over the last few years, with 2023 exhibiting excellent NAPLAN results, in particular the year three results. With the changes in delivery of teaching and high expectations over the years, has seen a steady incline in all learning areas. Year three students achieved in the exceeding standard in all NAPLAN areas and the year fives were above in grammar and numeracy and at standard in all other areas. These results affirm the results of all in school assessments.

The tutoring bonus supported by the government after the Covid years has allowed for tier two teaching for the children that were struggling in academic performance and helped to significantly close the gap in learning. St Mary's aims to have excellent delivery of teaching at the tier 1 stage but acknowledges that at times students require support and small group teaching is required to support students who require extra support. The tutoring program allowed this to be provided for these students.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|---|-------------------|-------------------------|-------------------|
| <b>Domain</b>   | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation   | Year 3            | 483                     | 86%               |
|   | Year 5            | 518                     | 78%               |
| Numeracy  | Year 3            | 454                     | 100%              |
|   | Year 5            | 508                     | 94%               |
| Reading   | Year 3            | 451                     | 86%               |
|   | Year 5            | 502                     | 83%               |
| Spelling  | Year 3            | 459                     | 93%               |
|   | Year 5            | 478                     | 67%               |
| Writing   | Year 3            | 460                     | 100%              |
|   | Year 5            | 485                     | 72%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

\*Implement financial and administrative procedures that ensure effective distribution of resources to improve student outcomes.

### Achievements

This goal has been achieved. A major effect on the well-being of students has been the continued use of explicit, direct instruction in tier 1 of teaching. The routines for teaching and learning are used consistently across the school, not only increasing the academic performance of our students, but also has appeared to have had a major affect on well-being. Students are doing well academically and therefore their self-esteem is very good and this has an impact on well-being. The children are very familiar with school routines, which remain the same throughout the school providing a sense of security, calmness and predictability for students. Anecdotally, this appears to have had a major affect on the calmness in classrooms and very few discipline problems in the yard.

The well-being officer continues to provide support for those students who have issues that need extra expert help, through organising outside school agencies.

### Value Added

Extra curricular activities such as sporting events, incursions, Eisteddfod choir, book week, Italian performance, Italian lunch, Christmas production and a number of other activities continue to be offered to all students in the school.

Facilitation of individual counselling and family support services continued in 2023. These programs were provided by Gateway Health (The CHIPS program-Child Health Intervention and Parent support).

Our school well-being officer was a vital connection between school and families.

This role allows the school the ability to develop supporting relationships with families that were experiencing tough times, and support the students experiencing well-being issues.

During the school day, individual chats with students and providing different support programs for children and families in need was provided by the well-being officer.

The Positive Behaviour Intervention Strategy (PBIS) continued to promote positive behaviours across the school. The Respectful Relationships program was also delivered in 2023 with the goal of enhancing student well-being.

In 2023 Riding to Develop Ability (RDA) allowed students with difficulties the opportunity to

participate in this worthwhile program that encourages self-monitoring and appropriate social behaviours, whilst building confidence.

### **Student Satisfaction**

St Mary's conducted the ORIMA survey to the students to gain information on student satisfaction at the school. It is pleasing to note that student and teacher relationships is high at the 77th percentile and a sense of student belonging is at the 70th percentile. This is above the average for similar schools. Rigorous expectations and student engagement are also above the average for similar schools in the diocese.

The weakest area and requires further development is student voice. This area indicates that students do not feel they have opportunities to have an impact on school.

### **Student Attendance**

St Mary's Myrtleford, keeps a register of the daily attendance of all students at the school in electronic form using the software of SIMON. The register of daily attendance records the following information for each student:

- \*Daily attendance-roll taken twice a day-9:00am and 2:20pm.

- \*Absences recorded with reasons for absence.

- \*Documentation to substantiate reason for absence.

Parents are responsible for ensuring that they notify the school to explain the absence of their

children on any school day. Notification is to be provided by telephoning the school or through PAM and should be made prior to the start of school.

St Mary's Myrtleford has implemented the following systems and procedures to follow up unexplained absences from school:

- \*Where an absence has not been explained by 9am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the school. This notification is made after morning roll call as soon as practicable.

- \*If no response is made by parents/carers who have been contacted the emergency number will be contacted.

- \*In the unlikely event of no one contacting the school after all the above, the Administration Staff will continue to make contact during the day.

- \*Where the absence remains unexplained the matter will be reported to the principal for investigation and follow up.

- \*All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.

- \*The requirement to follow up unexplained absences is included in the role descriptions of identified staff.

- \*Where a student is unsatisfactorily absent from school, the school will contact the parents

directly to seek an explanation and to remind parents of their child's obligation to attend school.

\*Where parents repeatedly fail to inform the school of absences the principal will contact them directly seeking an explanation and to remind them of their obligation to report absences.

\*The register is retained indefinitely and copies of information in the register are stored offsite at regular intervals.

\*The register is kept for each calendar year and shows the twice daily attendance checks and any reasons for absence.

\*St Mary's Myrtleford has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the Victorian Registration Standards and CECV Guidelines are managed effectively.

\*Where a child continues to attend school, processes are put in place to support the family and the student.

| <b>Average Student Attendance Rate by Year Level</b> |       |
|--|-------|
| Y01  | 91.9% |
| Y02  | 92.5% |
| Y03  | 91.6% |
| Y04  | 91.3% |
| Y05  | 92.5% |
| Y06  | 91.7% |
| Overall average attendance                           | 91.9% |

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## Leadership

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### Goals & Intended Outcomes

\*To provide leadership to build teacher capacity in classroom practice.

\*To continue to develop and implement Professional Learning Teams (PLT) in relation to data use to drive collaborative improvement and evaluate the impact on learning.

### Achievements

The Leadership Team continues to lead the school in Professional Development. Professional Learning Teams continue to work effectively, analysing data, planning for the delivery of lessons to ensure all students are challenged and engaged. The goals continue to be high on the Annual Action plan for 2024.

In 2023 the Leadership Team was changed after a consultative process, from classroom Unit Leaders to Teaching and Learning Positions of Leadership model, under the roles of Numeracy Leader, Literacy Leader, Data Leader and Mental Health Leader. These leaders are now leading the staff in these specific areas of school life.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

In 2023 St Mary's teachers and support staff continued the professional development of Explicit Direct Instruction. Using this knowledge, the strategies have been implemented across the school and have now become embedded across the school.

Teachers have continued to work with the book, "The Writing Revolution" as a base for professional development in the teaching of writing. Most teachers completed an on-line course with The Writing Revolution method for the teaching of writing.

Most staff completed the four day training in "Orton Gillingham", continuing professional learning in the area of spelling and the need for an explicit synthetic phonics approach across the school.

Staff participated in the work of Data Literacy in order to develop skills to analyse data across the school to accurately form plans to enhance learning and well-being across the school. A Data Literacy team was developed after this professional learning and this area will continue to be developed in 2024

In 2022 NSIT findings commended the school as outstanding in that leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school wide, self reflective culture focused on improving classroom teaching. This continued throughout 2023.

Leigh Corcoran the Deputy Principal continued to support all classroom teachers in embedding the process and requirements of NCCD. The teachers are well-equipped to support all students at risk.

Staff completed all areas of compliance:

CPR

Anaphylaxis Training

Mandatory Reporting

Disabilities Standards for Education Part 1 and Part 2

Child Protection

Student Duty of Care

Human Resources

Occupational Health and Safety

|   |           |
|---|-----------|
| Number of teachers who participated in PL in 2023 | 13        |
| Average expenditure per teacher for PL            | \$1030.00 |

## Teacher Satisfaction

The ORIMA survey was conducted to gather information on staff perceptions on the working environment and development. Collective efficacy (at the 88th percentile) and the school climate (at the 84th percentile) were both indicated to be high. This indicates a safe working environment where all feel they are valued and part of a team.

Feedback and instructional leadership are both areas to be further developed in the future. The coaching goal for 2024 may support this area in growth.

| Teacher Qualifications   |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 15.0% |
| Graduate                 | 5.0%  |
| Graduate Certificate     | 5.0%  |
| Bachelor Degree          | 50.0% |
| Advanced Diploma         | 20.0% |
| No Qualifications Listed | 5.0%  |

| Staff Composition                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 3    |
| Teaching Staff (Headcount)            | 16   |
| Teaching Staff (FTE)                  | 12.3 |
| Non-Teaching Staff (Headcount)        | 7    |
| Non-Teaching Staff (FTE)              | 5.5  |
| Indigenous Teaching Staff (Headcount) | 1    |

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## Community Engagement

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### Goals & Intended Outcomes

\* To re-establish the Parents and Friends Association.

### Achievements

St Mary's continues to develop parent and community partnerships.

The school has established a range of formal school community partnerships through parents

and families; the local parish community and the Catholic Church.

After school care is a partnership between the local council, the local primary school and St. Mary's. The location for After School Care is in the St Mary's school grounds, offering care after school for all primary school aged children in Myrtleford.

Parents and family engagement and participation in the school's activities has been encouraged and parents have noted that they have experienced a strong sense of belonging and noted all teachers and leadership were easily approached when required.

The St Mary's Parents and Friends was re-established after the Covid years. This group supported the school by leading and organising a number of events throughout the school year. St Mary's staff thank the P and F for all their support throughout the year. Their support is truly appreciated.

### Parent Satisfaction

In 2023 St Mary's participated for the first time in the survey conducted by ORIMA to gather data on parent satisfaction. The results found that the school climate was held as important and that St Mary's was achieving this to a high standard at the 87th percentile. Communication with the parent community has improved from previous years as the results indicated communication being at the 75th percentile. Another area that parents were particularly affirming in was the area of how well the school matches the developmental needs of their child. This is particularly pleasing as St Mary's aims to engage and deliver a curriculum that is at the level of each student.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smmyrleford.catholic.edu.au](http://www.smmyrleford.catholic.edu.au)